



The Faculty

Of

Certified Hospitality Administration

THE CORPORATION OF
EXECUTIVES & ADMINISTRATORS

VISION AND LEARNING CONCEPT OF HOSPITALITY ADMINISTRATION

Career Enhancement Affirmation (CEA)
Confirmation of Eligibility Accreditation (CEA)
Credit Endorsement for Achievement (CEA)



SYNOPSIS OF CEA

The Corporation of Executive & Administrators (CEA) is a unique International Professional Body incorporated in Great Britain in the year 1981 as a Non – Profit Learning Institution. CEA has been providing UK Professional Diplomas and Membership in recognition of an individual's achievement in his/her area of profession.

The founders of CEA were enlightened in the early eighties, the importance in recognizing Professional and Vocational Training and experiences into a acceptable Professional Qualifications.

To this effect, CEA has facilitated in their Memorandum of Article the concept of Faculties to facilitate this uniqueness by way of faculty membership. This is offered by recognizing an individual's learning and experience achievement in his/her area of career. CEA's Board of Council by verdure of their Memorandum of Article has decided to endorse all their Faculties Memberships with the “**Affirmation of Certified Status**” for all the Faculty Memberships from September 2006. **It is also strictly followed by the Council in implementing that all CEA diplomas have to be earned, rather than awarded directly.**

On the same token, CEA's Board of Council did approve of Two Main Sections. One division to focus on purely on the Learning Route and other division is to offer Direct Memberships in area of Work Experience Profession.

The Corporation of Executive & Administrators (CEA) was incorporated as an QUASI- CHARITY by Limited Guarantee as a Professional Body under the UK company acts 1948 to 1981 section of SIC (92) with not having a share capital with dedicated company act code of 9112 offering legitimate UK Accredited Professional Learning Qualifications with the authority of awarding of appropriate Grade of Diplomas & Professional Memberships from any of the Faculties that may deemed since the year of 1981 September Twenty First in England and Wales.

CEA Board of Council did meet the legal obligation as a legitimate licensed UK Professional Awarding Body to award Professional Diplomas and Memberships at the time of incorporation in 1981.

On the same token, CEA's Board of Council did approve of Two Main Sections. One division to focus on purely on the Learning Route and other division is to offer Direct Memberships in area of working profession.

The Corporation of Executive & Administrators (CEA) was incorporated as a QUASI- CHARITY by Limited Guarantee as a Professional Body under the UK company acts 1948 to 1981 section of SIC (92) with not having a share capital with dedicated company act code of 9112 offering legitimate UK Accredited Professional Awards in the area of Vocational Educational Qualifications with the authority of awarding of appropriate Grade of Professional Memberships from any of the Faculties that may deemed from the year of 1981 September Twenty First in England and Wales.

CEA Board of Council did meet the legal obligation as a legitimate licensed UK Professional Awarding Body at the time of incorporation.

Profile of Honorary Rector General

The Executive Board of Governors of the Corporation of Executives and Administrators (CEA) is pleased to announce to their prospective candidates, members and well-wishers of the appointment of Mr. Andrew Jude Rajanathan of Great Britain as their Fifth Honorary Rector General.

He is an extra ordinary young entrepreneur of this day and age. He is a thinking, young, dynamic leader that chosen by the Executive Board of Governors of the Corporation of Executives and Administrators (CEA).

Mr. Rajanathan had his early education at St. Ignatius in Enfield, and joined one of the top London Universities, Queen Mary University of London to complete his Bachelor's Honours Degree in Politics. Due to his high performances in his studies, he earned the high reward of a scholarship to study at the London School of Economics, which is one of the Worlds Most Renowned Universities for Post Graduate Studies, to follow an MSc China in a Comparative Perspective, which he successfully completed in the year of 2010.

In 2008, he was fortunate to secure internships in U.K Parliament and the BBC which opened his eyes to the workings of society from two unique viewpoints.

Honourary Academic Counsellor

Deciding that the politics as a career was not for him became a Guest Speaker for the BBC Asian Network and conducted research, reviews, interviews and broadcast shows during his internship.

During his time at Queen Mary, Andrew sat on all education boards from departmental to college level. He gained a strong understanding about how a University operates and solved several problems such as the marking scheme and communication issues between staff and students. He won two awards for student representation from QM Students Union.

In 2009, Andrew secured an internship at the Financial Times and was placed as a journalist on the U.K Companies desk. During his time he interviewed over 15 CEOs from several LSE/AIM listed firms as well putting together features for the newspaper and covering corporate earnings, breaking news and third quarter reports. He learnt how the workings of finance combined with the craft of journalism. This experience taught him the ability to analyze company balance sheets and allowed him to further build up his networking experience. He credits this experience as the sharpest learning curve in his short career so far. The London Week of Peace, a charitable proponent of peace heard of Andrew's good work across several communities in London. Towards the end of 2009, he was awarded the 'Diversity Peace Prize' at a Gala event to celebrate the work of peace proponents across the City of London.



Recently, the Corporation of Executives and administrators have seen a welcome addition to our administration in the form of Mr Menna, our Academic Counsellor. He was elected to the position due to his impeccable morals and worth, an educationalist with a Masters Degree in Law (LLM) from Anglian Ruskin University, and has studied Health Care Law to a Postgraduate Diploma Level.

In addition to this, Mr Menna has a Post Graduate Diploma in Transport Management (also belonging to various Chartered Institutes, including Transport Management, Federation of Small Businesses, and the Editorial Panel for the Journal Advancing Practice in Bedfordshire), not to mention Financial Accounting and Mechanical Engineering.

An avid advocate of Learning, he is a Health Care Professional with many talents thanks to his dedication for high quality further higher education.

Mr Menna's talents lie further in Professional Lectures to Qualified Health Professionals, on topics including Mental Health, Ethnicity and Diversity, Risk Analysis and Management, and Psychological social intervention.

He has over 35 years of work experience in the field of Professional Healthcare, spanning professional academic studies and careers since 1974, and has had his works of literary theory published at various conferences. He is been known as a motivating Professional Public Speaker in all area of Professional Health, General Management, Finance, Business Ethics & Operation, Professional & Professional Education, Social Justice & Human Rights and Project and Investment Management.

With further talents in being Bilingual, Mr Menna's personal values are strongly rooted in Justice, Faith, and Knowledge. He is a well balanced individual, who excels at working with others with a great level of communication and understanding. Thoroughly versed in negotiation, his organisational and professional skills are second to none, and he has proved time and time again that he can work brilliantly under pressure. He brings tremendous experience with him to support the CEA's Educational panel in enhancing the quality of qualifications and learning programmes offered by CEA.

CEA's Learning Faculties & Qualifying Structure

The CEA's Executive Board of Governors met on the 28th, December 2008 and passed a new resolution unanimously that, to consolidate their Learning Academies within Five Academies. This will come into effect from 1st February 2009 and every June and December each year candidate will be assessed and verified for the CEA Professional Qualifications.

It is emphasised that the CEA Professional Qualifications are awarded by Learning Methodology only. Learning Academies comprises individual Learning Departments along with appropriate Course Modules Units but each level of qualifications will have standard mandatory required modular units. After careful consideration of the level of qualifications, Executive Board of Governors has come to a conclusion that the CEA awards equivalency will have to be changed to the European General Learning Level of 2008. It is also made to understand that, every applicant who follows the Learning Methodology must submit Career Project Work (CPW) Assignment as final written documentation. This has to be adhered for the CEA Professional Qualifications of Diplomas and Post Graduate Certificate as the methods of Assessment for the Professional Qualifications.

Those who wish acquires the CEA's Professional Qualifications must strictly follow the Learning Scheme which will assist the candidate to achieve the appropriate Credit Units to transfer for their further higher studies in academic pathway. After the careful study by the Professional Learning Panel of CEA, has categorised the Professional Qualifications' into the following framework of equivalency to the UK National Professional Qualifications levels.

1. CEA - Diploma Level 3 of the NQF / NVQ
2. CEA - Higher Diploma Level 4 of the NQF (NVQ Lvl 4)
3. CEA - Graduate Diploma Level 5 of the NQF (NVQ Level 4)

The Learning Faculties are as follows:-

1. Faculty of Certified Business Administration (FCBA)
2. Faculty of Certified Hospitality Administration (FCHA)
3. Faculty of Certified Legal Administration (FCLA)
4. Faculty of Certified Technology Administration (FCTA)

The Assessment and Verification for the Module Units in the above Learning Academies encompasses;

- (1) Time Bound Assignments (TBA)
- (2) Individual / Group Assignment
- (3) Presentations for Certain Modules
- (4) Open Book Examination (OBE)
- (5) Viva Examination

Final Oral (Viva) Examination is to test the candidate's knowledge in Critical thinking of contemporary issues. This will be carried out on an individual basis by Oral Discussion with the qualified intellectual academics nominated by the CEA's Examination Panel. This can take up to maximum 60 minutes. The Viva Examination is to test the candidate of the overall knowledge of the qualifications. It has been agreed by the Independent Examiners the British Examination Board of Great Britain that the candidate to obtain the CEA Learning Qualification must have achieved at least the Grade C Level in all module units. Failure to gain this grade, BEB will not recommend any candidate for the CEA's diploma award and it agreed that no candidate will be entertained to question the decision of the BEB's Examiners' declaration.

The Learning Hours and Credits Units are specific for the CEA Learning Programmes, which has the approval of CEA Executive Board Governors. (In the recent past the National Qualifications Framework (NQF) has been changed to Qualifications and Credit Frame (QCF) and this change came to effect from November 2008.) Since 2009 in order to meet the QCF standards, the CEA has changed their syllabus structure. As always, the CEA Learning is focused more on a Professional Methodology rather than pure academic scheme. This vision of theirs has made the pathway of Open Book Examination. Most of the institutions are still adapting to the traditional three hours class room examination. The current climate and Professional concept does prefer the consistent assessment. Diploma Level will comprise of four modules and the Higher Diploma and Graduate Diploma consist of five modules. Every June and December each year candidate will be assessed and verified for the CEA's Professional Qualifications.

ELEMENTS FOR CEA PROFESSIONAL QUALIFICATIONS

- (1) Time Bound Assessment (TBA) 50%
- (2) Course Work 30 % (Individual / Group)
- (3) Presentation / Viva Examination 20 %

METHOD OF TRAINING & SUBJECT DELIVERY:

Classroom teaching, Research method, Self-learning guidance, Workplace assessment, Case Studies, Education tour and Tutorials

No	Assessment Method	Credits %
1	Assignments	30
2	Examinations	20
3	Case Studies	10
4	Oral Examinations	20
5	Project/Course Work	20

THE CEA MODULE GRADING

Grade "A" 70% and above.

Grade "B" 60 % -69%

Grade "C" (Pass) 50 % - 59 %

Grade "D" (Referred) 40 %- 49%

Grade "E" (Fail) Less than 39%

Independent Examiners British Examination Board (BEB) has Resolved the Following Decisions;-

- (1) Candidates should pass the three elements of the Module to complete it.
- (2) Re – Sit will be allowed only for two attempts and the failed to make it in those two attempts will leads to appear the whole three elements of the module by paying the full module appropriate fee.

The option is given to the candidate to re-sit for the modules which were bellow the Grade C Level in order to complete the required stage of CEA's Professional Qualification. To appreciate and to encourage every candidate to gain highest marks as possible, the Executive Board of Governors have come about to offer a special CEA's Merit Level Recognition. The GPA will be calculated based on the total average of the results of Graduate Diploma modules

Grade Point Average [GPA]

75% -100 %

65%- 74 %

50%- 64 %

Award

Merit

Distinction

Pass

SPECIAL TUTORIAL GUIDE LINES

Independent Examiners BEB has allocated as a guideline for tutorial learning hours to be minimum of three hundred and sixty (360) learning hours to complete each level in order to gain standard knowledge for every level of CEA qualification. There is different learning hours for each level and every academy must adhere to this guided learning hours before the candidates complete the tutorial programmes. In order to complete all three levels, the candidate has to allocate 18 Calendar Months.

CREDIT TRANSFER SYSTEM (CTS)

If a candidate who complete the CEA Learning programme of Diploma, Higher Diploma and Graduate Diploma has more than three years work experience will carry 240 Credits together and this will enable the candidates to do the Level 6 of the NQF in order top up to complete the bachelor degree with 360 credits in preferred academic disciplinary.

Level 1 – Diploma Level

After careful consideration Professional Academic Panel of CEA has come to decision that every candidate must allocated minimum 600 dedicated Learning Hours in order to achieve the necessary required knowledge, which will enable the candidate to gain the appropriate pass mark at the assessment to successfully complete the level. This course will be suitable for the learner who does posses only secondary qualification in their own country academic framework. The required duration to complete this level, the time frame will be Six Calendar Months and each week should be allocated minimum of 15 hours for the learning. A candidate is advised to spend 360 hours for learning and 140 hours research, course work and projects.

Level 2 – Higher Diploma Level

After careful consideration Professional Academic Panel of CEA has come to decision that every candidate must allocated minimum 720 dedicated Learning Hours in order to achieve the necessary required knowledge, which will enable the candidate to gain the appropriate pass mark at the assessment to successfully complete the level.

At least 420 Guided Hours or contact hours should be allocated in the Class room. The required duration to complete this level, the time frame will be Six Calendar Months and each week should be allocated minimum of 20 hours for the research course learning.

Level 3 – Graduate Diploma Level

After careful consideration Professional Academic Panel of CEA has come to decision that every candidate must allocated minimum 870 dedicated Learning Hours in order to achieve the necessary required knowledge, which will enable the candidate to gain the appropriate pass mark at the assessment to successfully complete the level. At least 540 Guided Hours or contact hours should be allocated in the Class room. The required duration to complete this level, the time frame will be Six Calendar Months and each week should be allocated minimum of 20 hours for the research course learning.



FACULTY OF CERTIFIED HOSPITALITY ADMINISTRATION

Main Aim(s) of the Course

- Able to deliver the basic concepts of Hospitality Management
- Intended to develop an understanding of the behaviour of people within Hospitality Organisations
- To understand the contemporary issues in Hospitality Business.
- To deliver a nature of Understanding in accordance with Hospitality theories

Learning Outcomes for the Course

At the end of this Course, candidates will be able to:

- 1 Analyse the Organisational culture and structure in terms of hospitality concepts
- 2 Able to understand the systems and processing methods on Hospitality Management.
- 3 Able to demonstrate the quality of hospitality institutions and their improvements.
- 4 Demonstrate and understanding the concepts of team work and group dynamics.
- 5 Apply the theory in different hospitality structure in terms of Management perspectives

Level 1 –Diploma Level

Candidate should appear for Four Core Modules which is consisting of 360 Guided Learning Hours (GLH) to determine their pathway for successful completion.

2.211 Hospitality & Business Management.

2.212 Tourism & Hospitality Operations

2.213 Health, Safety, Sanitation & House Keeping

2.214 Business Finance & Credit and Debt Management

2.211 Hospitality & Business Management

The aim of this course is to understand concept of Hotel, Tour and Travel operation, Marketing and Business Management. This course incorporates current theory and practice relating to starting and managing business organisation. It provides a comprehensive coverage of critical business issues; numerous real-world examples to help students understand how to apply the tourism and business management concepts presented in the text and incorporate material to help them explore business issues in the amazing world.

History and Profile of the Hospitality Industry, Setting Goals and Objectives, Managing People, Invest Time in Your Personnel, The Reservation Experience, Guest Accounting Practices, Managing Guest Services, Food and Beverage Management, Hotel Environment, How Outstanding Managers Beat Work Overload

Discuss the availability of entrepreneurial opportunities, Understand the franchising Concept, Develop a comprehensive business plan and working-capital cycle, Discuss the nature of the marketing research process, Identify the factors affecting choice of a business location, Describe the purpose and content of financial statements, Identify the key characteristics of consumer behaviour, Discuss the role of cost and demand factors in setting a price, Describe the communication process and the factors determining a promotional mix, Explain the importance of employee recruitment and identify some sources that can be useful in finding qualified applicants, Explain the key elements of Total Quality Management (TQM) programmes, Explain the importance of computer technology for small businesses, Identify the basic requirements for an accounting system, Define and explain the nature of risk and the importance of an exit strategy.

Suggests that marketing should not remain stagnant, basing its interest in business/customer relationships alone. Speculates about the future of the marketing concept and demonstrates the applicability of a broadened marketing concept to all functional areas of business, other types of organization and a wide diversity of objects of change. Proposes that, for marketing to remain relevant, the concept of marketing provided will allow organizations to achieve their targets

2.212 Tourism & Hospitality Operations

Hospitality Management provides a basic foundation in business and management as applied to this industry with particular emphasis on managerial and entrepreneurial activities in organisations such as hotels, restaurants, tour operations, events and conferences - all prime growth areas.

Through this innovative programme students will explore the impact of tourism and hospitality activities in a range of international contexts.

2.213 Health, Safety, Sanitation & House Keeping

Preventing accidents and ill health caused by work is a key priority for everyone at work. As the owner or manager of a business you know that competent employees are valuable. Providing health and safety information and training helps you to: ensure your employees are not injured or made ill by the work they do; develop a positive health and safety culture, where safe and healthy working becomes second nature to everyone; find out how you could manage health and safety better; meet your legal duty to protect the health and safety of your employees.

1. Describe the role of the housekeeping department in hotel operations, and explain the importance of effective communication between housekeeping, the front office, and the engineering and maintenance division.
2. Identify typical cleaning responsibilities of the housekeeping department, and explain how area inventory lists, frequency schedules, performance standards, and productivity standards are used to plan and organize the housekeeping department.
3. Apply techniques to develop and improve human resources skills in recruiting, skills training, scheduling, and motivating. Techniques addressed include identifying sources of labour from non-traditional labour markets, implementing the four-step training method, developing a staffing guide, adopting alternative scheduling methods, and motivating the housekeeping staff.
4. Manage inventories of recycled and non-recycled items. Techniques addressed include establishing pars for different types of inventories, taking physical inventory, and implementing effective inventory control procedures.
5. Control expenses in the housekeeping department by using the operating budget as a control tool, tracking expenses on the basis of a budgeted cost-per-occupied-room, and implementing efficient purchasing practices.
6. Explain the safety and security needs of hospitality operations, how safety and security issues affect housekeeping personnel, and what the executive housekeeper's responsibilities in relation to a hospitality operation.
7. Understand the managerial skills necessary to efficiently operate an on-premises laundry operation (OPL). Skills addressed include planning the physical layout of the laundry operation, developing procedures for laundering different fabrics, organizing the flow of linens through the laundering process, operating typical machines and equipment used in laundry operations, and staffing the OPL.
8. Develop procedures to ensure efficient and cost-effective use of labour and supplies in relation to guestroom cleaning.
9. Develop procedures for public area and other types of cleaning.
10. Develop selection criteria for ceiling surfaces, wall coverings, furniture, and fixtures, as well as cleaning procedures and general care guidelines.
11. Develop selection criteria for beds, linens, and uniforms.
12. Understand the basics of carpet and floor construction, the types of equipment used in carpet and floor care, and typical carpet and floor cleaning methods.

2.214 Business Finance & Credit and Debt Management

Around 3 out of 10 people work within the finance and insurance industries. Almost every medium to large firm has one or more financial managers who oversee financial control, including the preparation of financial reports, direct investment activities, and cash management strategies. This course will provide an understanding of how to apply the principles of finance and financial control to a business. Student will understand a range of financial planning and management techniques, keeping books and common book-keeping methods, credit control techniques and methods, debt recovery procedures, costing and pricing models and methods, breakeven analyses.

2.2 Level 2 – Higher Diploma Level

Candidate should appear Four Core Modules which is consisting 400 Guided Learning Hours (GLH) to determine their pathway for successful completion.

Core Modules

- 2.221. Human Resource & Legal Management
- 2.222. Strategic & Corporate Management in Hospitality
- 2.223. Information Technology Managements
- 2.224. International Marketing & Supply Chain Management

2.221. Human Resource & Legal Management

Increased knowledge and awareness of the rationale and history of personnel administration, and the role it plays in today's organizations; Employee Benefits, Employee Relations, Compensation, Selection and Staffing, Performance Management and Appraisal. Human Resources is an evolving and dynamic field that challenges the ability of even the most seasoned Professional to keep abreast of policies, procedures, compliance requirements, and best practices.

- Working knowledge of the role of political, economic, ethical, legal, and administrative considerations for dealing with HRM in organizations;
- Familiarity with the environmental influences and legal constraints that should be considered by the manager in dealing with his superiors and subordinates;
- Comprehension of the ways personnel problems relate to organizational productivity, performance, and behaviour; and
- Improved written communication skills.

2.222. Strategic & Corporate Management in Hospitality

New brands. Re-branding. Niche market segments. Online distribution. Web marketing. Global expansion. The rapidly changing hospitality industry and the sophistication of travellers require more nimble, opportunistic, and tightly executed strategies. Hospitality leaders who are effective at strategy formulation, implementation and evaluation are able to create value in a highly competitive marketplace. To evaluate the competitive environment, create and assess strategic alternatives, and successfully execute a strategy. develop, implement, and execute a strategic plan that will create change, generate sustainable competitive advantage, and ensure superior ongoing results for their customers and investors.

2.223. Information Technology Managements

Impact of information technologies on all sectors of tourism. Its aim is to analyze the interplay between these two large and rapidly growing phenomena and to describe in detail the applications of computer systems, telecommunications, and other aspects of IT to the transportation, travel intermediary, hospitality and entertainment sectors of tourism. Impacts of the technologies on firms, on the structure of the tourism industry and on the tourists themselves are investigated. Changes in the travel distribution system brought about by information technology and the Internet. Challenges encountered by firms as they utilize information technology.

2.224. International Marketing & Supply Chain Management

The differences between the hospitality, travel and tourism and other industries and provide learners with practical and operational marketing skills for junior or supporting roles in marketing or supervisory management in all sectors of the rapidly expanding international visitor economy. Dissemination of procurement, manufacturing and logistics knowledge, the Supply Chain Management integrates topics from manufacturing operations, purchasing, transportation, and physical distribution Marketing and Consumer Behaviour , Hospitality and Services Marketing, Tourist Motivation

Level 3 – Graduate Diploma Level

Candidate should appear Four Core Modules which is consisting 400 Guided Learning Hours (GLH) to determine their pathway for successful completion

Core Modules

- 2.231 Business Issues in Hotel & Tourism Management
- 2.232 Contingency Planning for Hospitality Industry
- 2.233 Hotel Maintenance & Security Managements
- 2.234 Food & Beverage, Banqueting & Public Managements

2.231 Business Issues in Hotel & Tourism Management

Concept of strategy, levels of strategic discussion, strategic analysis, formulating and implementing strategy. Developing responsive operational strategies/dynamics in a changing global political economy. Strategic business trends and issues in Hospitality and Tourism management (cyclical changes, product life, cycle concept applied to resorts) hierarchy of objectives, balancing global vision with local demands. Strategic evaluation of trends in information technology and related opportunities for MNE's and destinations specifically related to Hospitality and Tourism. Positioning sectors (hotels, resorts, restaurants and destinations) in the light of global markets (chains, franchises and destinations). Structural analysis of international competitive environments, ethical issues, strategic options and corporate missions. International diversification, country risk analysis, implications for a customer driven and flexible business sector.

To accurately forecast revenue and expenses at the existing and proposed hotels, we researched new supply coming into the market and analyzed the operating results of comparable casino resorts through Form 10-K submittals and other work we have completed in the market. Overcoming challenges, staying true to its brand and faring better than other

2.232 Contingency Planning for Hospitality Industry

If you have a hotel in a market that is doing well, don't become complacent. There is normally a lag time before the impact of declining economic indices is felt. Perhaps the hotel's market will remain insulated from the declining economic indicators - tech stocks and related industries are in a market sector that's thriving. However, better to have a plan in place with actionable triggers and not need it than not to have one in place if the market goes soft.

- Monitor all market segments that could be impacted
- Develop a plan on how to counteract similar situations with your top accounts.
- Check in with groups on the books.
- Every contingency plan needs measurable 'triggers'.
- Treat every inquiry as vital importance and urge to cut the training budget.

This course introduces students to special event planning processes and techniques. Emphasis is on creating, organizing, identifying sponsors, marketing and implementing large scale community events. Ability to organize and conduct leisure program and services in a variety of settings, the ability to analyze programs, services, and resources in relationship to participation requirements and principles and procedures for planning leisure services, resources, areas, and facilities

2.233 Hotel Maintenance & Security Managements

Understanding and working ability on Failure Phenomenon and Static Reliability, Reliability Testing and Human Engineering Management, Introduction to Preventive Maintenance, Repair Policies and Replacement, Maintenance Support and Logistics and Operation Management.

Manage repairs & improvements to services to ensure cost-effective, customer focused services are delivered. Responsible for the day today management of the local Repairs team and its related functions. Monitor contractors and repair works. Liaising with the Planned Maintenance Manager and project surveyors to ensure coordination of reactive services with planned programmes.

To create an awareness and understanding of a range of approaches to risk management and to engender an appreciation of its value and relevance to security management. Identify and prioritize information assets, threats to information assets, define an information security strategy and architecture, plan for and respond to intruders in an information system, describe legal and public relations implications of security and privacy issues and present a disaster recovery plan for recovery of information assets after an incident. Explain integral parts of overall good information security practices and Identify and discuss issues related to access control, define risk management and explain why it is an important component of an information security strategy and practice, describe the types of contingency plan and the steps involved in developing each and identify security issues related to personnel decisions, and qualifications of security personnel

2.234 Food & Beverage, Banqueting & Public Managements

- Explain the role of different food types in human health.
- Understand the alternative cooking processes, in order to make appropriate decisions about the cooking of different foods
- Manage the provision of kitchen facilities, and the handling of foodstuffs (including food storage and preparation), in order to maximise efficiency, hygiene and service with the restrictions of facilities available.
- Plan menus or list of food products for sale, appropriate to different situations.
- Manage the provision of alcoholic beverages appropriately, in different situations
- Manage the provision of non-alcoholic beverages appropriately, in different situations.
- Describe differences in appropriate management for catering in a range of varying situations.
- Discuss how to manage staff in the food and restaurant industries.
- Consolidate skills developed throughout this entire course into an overall understanding of management of catering services.

Essential Text

Michael Riley – Human Resources Management in the Hospitality and Tourism Industry, ISBN – 0-7506-2729-8

R D Reid, NRA Learningal Foundation- Hospitality Marketing Management ISBN 0471442283

Patti J. Shock - Restaurant Marketing for Owners and Managers ISBN 0471226270

Eligibility for Learning Programme:

1. Compulsory Aptitude tests (level 100)
 - a. Aptitude tests shall be used if they are contemporary and if they and their pass marks are recognized by, and acceptable to CEA Board of Assessors.
 - b. Candidates should display a good command of the language of instruction and, in marginal cases, should be given an approved oral and/or written test.

Course Controls

- a. Ensure that candidates attending the regular lecturers, management group discussion, seminars and workshops and/or tutorial class related to the respective discipline.
- b. Ensure that candidate working should cover with abreast of current developments and problems and be prepared to describe how this is achieved.
- c. Ensure that all course work, assignments and documentation are accurate and make sure it is respective candidate's own product specially made for the CEA modules.
- d. Execute the conditions of case studies in the respective level of CEA qualifications and make sure those candidates are submitting candidate workings within the deadlines of each course. Fail to submit the course-work on time may reduce candidate marks.

Responsibilities of Candidates

1. It is the responsibility of each candidate to ascertain when and where their assessments/examinations will take place, to attend assessments and/or examinations and to submit work for assessment as required and to provide the Board of Assessors of CEA in advance of their meeting with any relevant documentary evidence relating to personal circumstances which may have affected their performance and which they wish to be taken into account by the Board.
2. If a candidate fails to attend examinations or to submit work for assessment without good cause, the examiners shall have the authority to deem the candidate to have failed the assessments concerned.
3. If a candidate fails without good cause to provide the examiners in advance of their meeting with information about any personal circumstances that may have affected performance in assessments, anybody authorised by the Academic Board to consider requests for the examiners' decision(s) to be reviewed shall be empowered to reject any such request on those grounds.
4. If a candidate is found to have cheated, plagiarised or attempted to gain an unfair advantage, the examiners shall have authority to deem the candidate to have failed part or all of the assessments, and the choice to reassess or not.

Candidate Activities and Evaluation

Candidates will explore and demonstrate knowledge of models that incorporate collaborative interactions, and effective group dynamics applicable to various administrative and leadership positions through "Group Discussion" during the period of studies. Candidates will demonstrate suitable techniques related to the diploma programme, and knowledge of nationally accepted general Professional standards through case studies, group presentations, assignments, and class activities.

Achievement Points Contribution

Class Activities/participation 50 points, Semester Project Presentation 50 points, Semester Project Paper 100 points, Case Analysis: (3 @ 50) 150 points, Article Reviews: (5 @ 10) 50 points

CEA CASE STUDIES

The aim of case studies is to test theoretical knowledge in an unfamiliar context through pre-issued or unseen cases of varying lengths. A variety of skills are tested - candidates need to be able to analyse, evaluate and communicate their ideas clearly on paper. Frequently, numerical manipulation is also required as is subsequent application of candidate results. Each year technology takes us deeper within "inside space." From the faculties of CEA, we see things that have never been seen before. Even today, the genomics research is opening the way to hundreds of new start-ups based on things that were not even imagined just a few years ago. And, this work is just beginning.

The Case studies of CEA, most of them with common sense world view is based on the sciences that describe things outside of traditional approach. The new world of science is an ever-increasing exploration of that which exists deep within. There are various starting points for this exploration in answering case studies. Candidates should explain a suitable domain rich for exploration and for new business opportunities in answers of case studies. A good answer will always contain some originality of thought and demonstrate skills of perception. Examiners report that many candidates under perform because they tend to launch into writing answers without taking sufficient time to interpret all the information given first.

Case studies in different levels are expected to answer in different manner. In order to improve answering capability for case studies in Foundation level the case study is executed as a off-line examination, where candidate takes two week to answer the case study question. In Diploma level only the case scenario will be given in advance, but answering the question will be a 2 hrs exam. For Higher Diploma level case and scenario and question is a 3:30 hrs paper. In the final stage a presentation is included.

COURSEWORK

CEA Coursework is research or projects that count towards a candidate's final grade in each term for each module. It includes extended essays, investigations, practical experiments or performance work. Coursework are assessed by the internal examiners of the respective centres, they have gained throughout a course. Coursework is done at home and in class. Candidates are encouraged to use research sources such as textbooks, encyclopaedias, journals, TV, radio and the internet.

Coursework refers to one or more pieces of original written work done by the candidate and is an excellent opportunity to show the examiner candidate enthusiasm and interest in the subject. Each faculty of CEA has its own approach to coursework. Some allow a completely free choice of assignment while others ask candidate to select from a fixed menu of topics. Make sure candidate have read any regulations and advice issued by the respective faculty. Choose a topic which interest's candidate and which allows candidate to demonstrate what candidate know and understand.

ACADEMY REPRESENTATION

The Executive Council of Governors have passed a resolution in the year of 2010 at their Extra Ordinary Governors Meeting in consultation with UK-Commission for Consistent Learning (UK-CCL) and have come to a conclusion in stipulating the specific learning methodology which to be facilitated for the CEA's Learning Programmes. This has made in creating the three mode of deliverer academies which are known as District, Regional and National It is agreed that CEA's Learning Academies will be monitored and supervised by UK-Commission for Consistent Learning (UK-CCL) and British Examination Board (BEB) of Great Britain will take charge of providing all the tools in related to Learning Programmes and will conduct the examinations in order to maintain high quality delivery standard and qualifications. Therefore, UK-CCL is nominated as the International Authority for Assessing

& Verifying the CEA Learning Academies and British Examination Board will conduct all the examinations for the CEA's Learning Faculties internationally. BEB will assist and facilitate CEA Academies with all the learning materials and help the individual candidates to learn the CEA's Learning Programmes on a Distance Learning Method to make it viable to learn on a flexible manner.

The academies are categorised into three levels. They are as follows:-

1. District Academy
2. Regional Academy
3. National Academy

DISTRICT ACADEMY

All the District Academies will be nominated by the CEA Executive Management Council. It is hereby sanctioned that all the District Academies will operated under direct supervision of respective country's National Country Director. All the academies must have the cordial operational arrangements between each other's operations. The CEA Executive Management Council has permitted in having any amount District Academies in any country. This is to offer the CEA programmes in an urban area whereby many facilities may not be available and to take the CEA qualifications to the door step of every individual who desires to enhance their knowledge and career prospectus. All the District Academies must have legitimate local government approval and must submit their application to UK-CCL to ascertain creditability in offering the CEA learning programmes. The District Academies must have the full facilities and provisions to deliver minimum of two faculties tutorial services in their premises. This will permit them to be an Internal Examination Centre for CEA's learning programmes. All the examinations will be conducted and invigilated by British Examination Board at all time.

REGIONAL ACADEMY

All the Regional Academies are nominated by the CEA's Executive Management Council. It is hereby sanctioned that all the Regional Academies will operated under direct supervision of respective country's National Country Director. All the learning academics must have cordial operational arrangements between each others. The CEA Executive Management Council has permitted in having more than one Regional Academy in any country. This is to offer the CEA programmes at the door step of every individual who seeks to gain the CEA's professional qualifications in enhancing their career prospectus.

All the Regional Academies must have legitimate local government approval and must submit their application to UK-CCL to ascertain creditability in offering the CEA learning programmes. . The Regional Academies must have the full facilities and provisions to deliver three faculties' learning services in their premises. If they can provide these services, they are entitled to be represented as the Regional Academy with the approval to be as the Internal Examination Centre for CEA's learning programmes. All the examinations will be conducted and invigilated by British Examination Board (BEB) at all time. Country's National Country Director will supervise the operational of the academies on behalf of the Executive Management Council of CEA.

NATIONAL ACADEMY

It has been approved that any country can have any number of National Academy with the full facilities and provisions to deliver the tutorial services for all the Four Faculties with the full tutorial backup in their premises. All the National Academies must have legitimate local government approval and must submit their application to UK-CCL to ascertain creditability in offering the CEA learning programmes. All the National Academies are approved as the Internal Examination Centre for the CEA learning programmes of all levels. All the examinations will be conducted and invigilated by British Examination Board (BEB) in order to maintain high standard of assessment at all time.

LEARNING CANDIDATE AWARDING FEE STRUCTURE

Level	Start Date	Total Fee (£)	Duration
Diploma	Jan / July	150.00	06 months
Higher Diploma	Jan / July	225.00	06 months
Graduate Diploma	Jan / July	300.00	06 months

Learning Facilitator and Examiners
British Examination Board of Great Britain (BEB)

Academy Assessor & Verifiers
UK- Commission for Consistent Learning (UK-CCL)

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